

AN ANALYSIS OF THE EMERGENCE OF THE TERM "DICTIONARY" IN WORLD LINGUISTICS

Barnokhon Masharipovna Nazarova
Senior Teacher of the Department of Western languages
Tashkent State Institute of Oriental Studies. Uzbekistan

Munojot Akmaljonovna Rasulova
Teacher of the Department of English
Tashkent State University of the Uzbek Language and Literature
Named After Alisher Navai

Annotation

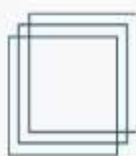
Dictionaries are distinguished among scientific linguistic literature by their invaluable contribution to the provision of interlinguistic relations, the study of the grammatical structure of language, the definition of language norms, the development of national thinking, speech, and the formation of socio-political consciousness. By the beginning of the twentieth century, dictionaries began to be recognized as an important factor in improving the effectiveness of education, and a new direction in linguistics - the network of educational lexicography - emerged. As a result, special dictionaries for schools have been created in the developed countries of the world and have become a full member of the educational complex.

Key words: Modern school, special dictionary, advanced pedagogical technologies, cognitive education, independent work, effective method, Uzbek linguistics, later periods, special dictionaries, educational requirements.

Introduction

What kind of dictionary is this? When did the term appear in linguistics?

As you know, any dictionary has a purpose to teach something. However, only dictionaries created directly for the school are included in the category of textbooks, and they are created according to the parameters of the textbook. Efforts to study the history of the dictionary began two or three centuries after the study of general lexical issues in both European linguistics and Russian linguistics. However, research on the history of lexicography confirms that the first dictionary samples were created for the school, and that all general dictionaries are an improved version of school dictionaries. "Lexicography" is a combination of the Greek words *lexikos* - dictionary, *graphō* - writing, the use of which dates back to 1680 in English linguistics, 1845 in Russian linguistics, and 1861 in Polish. The word "dictionary" has its own historical term in each language, it is "dictionaru" in English, "dictionnaire" in French, "dictionary" in



Russian, "kosha" (amarakosha - treasure) in Sanskrit and "nighantu". »(Commentaries on the Vedas) and so on.

When it comes to the evolution of lexicography, in many places there is a sequence of translation dictionaries - linguistic dictionaries - encyclopedic dictionaries - educational dictionaries - electronic dictionaries. Research on the history of lexicography in world linguistics leads to the conclusion that the first versions of dictionaries were created for educational purposes.

Material and Methods

In ancient Mesopotamia in the IV-III centuries BC, two people of Sumerian and Akkadian descent lived in the same room for a long time in captivity. Although they spoke a completely different language, they were always able to communicate. How did the prisoners achieve this? Prolonged captivity led them to make a world-class discovery. The two captives make lists of tall plants, fruits, mountains, rocks, trees, leather, pottery, gods, temples, and various objects, and determine how to write them in their own languages. They create a syllabic written speaker in which syllable marks are drawn to help in learning. This first sample of the speaker was preserved in the library of the ancient Sumerian temple in Nippur, which led to the creation of the first textbooks for language learners.

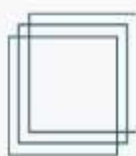
The gradual development of modern school textbooks can be divided into three stages:

1. Ancient school dictionaries.
2. Multilingual dictionaries.
3. Improved linguomethodical dictionaries.

The first level dictionaries include the first examples of world lexicography. The hearths of the formation and development of the tradition of lexicography, which is widespread in France, Italy, England, Russia, and other European countries, date back to ancient Rome to Byzantium. More precisely, these spiritual upheavals take place in the context of the Greco-Latin linguistic traditions, which are in harmony with the culture of the ancient East.

The earliest examples of dictionaries are found in Egypt, Mesopotamia, and belong to Aristophanes of Byzantium (III-II BC) and Dionysius of Thrace (II century BC). While A. Byzantiysky's dictionary is devoted to the interpretation of words in the classics of antiquity, the meaning of which is not clear, D. Drakisky's dictionary is intended directly for schoolchildren. The dictionary is a grammatical dictionary in which words are divided into categories. In a sense, this dictionary can be considered as an ancient version of the ideographic dictionary.

In the fourth and third centuries BC, the Akkadian and Sumerian tribes of ancient Mesopotamia, although speaking a completely different language, were extremely confused with each other. For them, language learning has become a topical issue, requiring the creation of various school manuals that teach Akkadian and Sumerian



languages. In order to meet this demand, ancient, simple lists of names of states, mountains and rocks, plants, fruits, trees, leather and ceramic booms, gods, temples were created, and a link to help learn both languages. syllabic written speakers with omitted marks occur. In the temple library in Nippur, the ancient Sumerian city, were found a number of early textbooks and various grammar exercises for language learners in the early elementary schools.

The Greeks also encouraged the Romans to create dictionaries, and as a result, the Romans also focused their lexical research on creating dictionaries for schools. Roman teenagers between the ages of 12 and 16 were brought up in Hellenistic schools, and Greco-Roman culture, language, and literature were taught together. The ancient Roman educator and orator Quintilian (1st century) in his 12-volume work *On the Literacy of the Orator* also discusses the theory of translation during his study of the oratory. Giving his advice on the example of translating from Greek into Latin, he calls the translation a "daily study exercise."

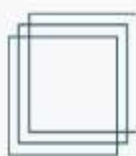
Result and Discussion

Dictionary also had a special place, and most of it was devoted to the interpretation of unfamiliar words (glossary) in religious literature, such as ancient dictionary samples. The most famous of the Sanskrit dictionaries is the *Amarakosha* educational-ideographic dictionary of Amarasigh (VI-VIII centuries). Along with Indian lexicography, Arabic and Persian lexicography also greatly improved and played a major role in cultural and spiritual development.

Observations show that the first dictionaries were based on educational purposes. Some of them are devoted to the interpretation of unfamiliar words in the text (glossary), some to learning another language, some to the development of speech culture, the peculiarities of a particular state spoken language served to teach. An analysis of the original dictionaries shows that even their naming is educationally oriented.

Dictionaries played an important role in interlinguistic relations, and in the Middle Ages the creation of translation dictionaries of Latin, Greek, and Old Slavic languages in Europe became the main task of lexicography.

The second phase of the development of dictionaries is directly related to the policy of "conquer and dominate" in history. The British, who were one of the first to recognize the important role of dictionaries in improving the effectiveness of education, used it extensively to achieve the goal of teaching English quickly and effectively in the territories they had colonized. The emergence of textbooks in Russian linguistics is also due to the need to effectively teach Russian to the nations of the former empire. Efforts to create and study scientific and methodological manuals for teaching Russian in national schools date back to the late 19th century.

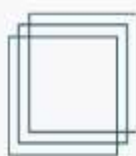


The emergence of efforts to create a special dictionary for the modern school coincides with the introduction of advanced pedagogical technologies in education, in particular, the transition from retroscopic education to the method of verbal cognitive education. It is known that cognitive education differs from retroscopic education in that the educational material is several times larger than the textbook material, the student works independently, the necessary information is searched from information banks - dictionaries - native language treasures . A student who has all the necessary information from the textbook does not need to research and work independently. This technology, which focuses on the search for the student, to draw independent conclusions, is considered the most effective method in modern pedagogical practice and was introduced into the education system in a number of developed countries around the world in the early twentieth century. In particular, more than 20 thematic textbooks for Russian schools have been created, popularized in large numbers and become an integral part of the educational process. Dictionaries have also been widely used to teach Russian to foreigners.

The formation of educational lexicography in Uzbek linguistics has been slow in recent times. With the exception of the Spelling Dictionary, which is designed for high school students, there are no other special textbooks. It is true that there are some small dictionaries close to the textbook type, but they do not meet all the requirements of the dictionary.

Conclusion

It is more appropriate to evaluate these manuals as popular pocket dictionaries. Orientation of students to independent and creative thinking in general secondary education, the introduction of national identity, the formation of a spiritual and enlightenment revolution in the mind, the ability to express the product of thought in writing and orally the task of shaping is entrusted to the teaching of the mother tongue. Therefore, after independence, the content and teaching of mother tongue education was radically reformed, the main goal of which was to cultivate creative thinking, to develop the ability of each school graduate to express themselves in their native language in written and oral forms. Working with a native language textbook based on cognitive technology has further increased the demand for dictionaries. The state education standard for general education includes dictionaries as well as textbooks as a necessary tool for teaching the mother tongue. These improvements in mother tongue education indicate that the Uzbek educational lexicon has reached a new level.



REFERENCES

1. Islomov I. Bobojonov SH. Uzbek Dictionary of Word Levels 2007-2009
2. Mengliyev B. Khudoiberdiyeva M. "Dictionary of Uzbek language phrases" 2007-2009
3. Mengliyev B.M. Bahriddinova B.M. Uzbek Vocabulary Dictionary, 2007-2009
4. Mengliyev B.M. Bahriddinova BM, Kholiyorov O '. Uzbek word-formation dictionary, 2008
5. Mengliyev B.R. Modern Uzbek literary language. Phonetics-phonology. Graphics. Spelling. Lexicology-semiotics. Lexicography. Part I Against. 2004.
6. Nafasov T. Nafasova V. "Dictionary of Uzbek pronunciation words" 2008.
7. Nafasov T. Nafasova V. "Educational toponymic dictionary of the Uzbek language" 2007
8. Nematov H., Rasulov R. Fundamentals of systemic lexicology of the Uzbek language. -T .: Teacher. 1995.-p.127.
9. O.Shukurov, B.Boymatova "Dictionary of synonyms of the Uzbek language" 2007-2009.
10. A guide to compiling an explanatory dictionary of the Uzbek language. T .: Fan. 1964, p.84 .
11. S.G.Barxudarov, L.A.Novikov. Kakiye doljen bit uchebniy slovar? RYAZR. 1971, №3
12. Turaeva U., Shodmonova D. "Dictionary of contradictory words of the Uzbek language" 2007-2009
13. State Education Standards and Curriculum for General Secondary Education. Mother tongue. Literature. Education Development. 1 special issue. -T .: Sharq, 1999. -p.55-145.